



## NEW EDUCATION POLICY AND OPPORTUNITIES FOR SOCIAL TRANSFORMATION

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### ABSTRACT:

Nation Education Policy (NEP) 2020 has also special emphasis on vocational education through integration and mainstreaming of vocational education with general education. Literacy and department of school education is implementing the scheme of Vocational Education of School Education under the Centrality Sponsored Scheme Samara Shisha.

The government of India has initiated various convergence efforts across the skill ecosystem under "Skill India Mission (SIM)". Under the Mission, more than Central Ministries / Departments are implementing Skill Developments Schemes / Programmed to enhance skill levels of millions of people including School Children on pan India basis to create skilled workforce as per the requirement of the Industry.

The National Education Policy (NEP) has also given special emphasis on vocational education through integration and mainstreaming of vocational education with general education which will help students in acquiring various skills to meet the needs of the industries and to improve the quality of education. The Department of School Education and Literacy (Dowser) is implementing the scheme of Vocationalisation of School Education under the Centrally Sponsored Scheme – Samara Shisha by aligning it with the aims of the skill India Mission. It with the aims of the Skill India Mission. It aims at integrating Vocational Education with general academic education in all secondary/Senior Secondary schools; enhancing the employability and entrepreneurial abilities of the students, providing exposure to work environment; and generating awareness amongst students about various career options so as to enable them to make a choice in accordance with their aptitude, competence and aspirations. The scheme covers Government and Government aided schools.

Under the Scheme, NSQF compliant vocational course are offered to the students from class 9th to 12th in the schools covered under the scheme. At the Secondary level i.e., Class IX and X, vocational modules are offered to the students as an additional subject. At Sr. Secondary Level, i.e. Class IX and X, vocational Courses are selected on the basis of notion hours, age & educational qualification prescribed and suitability for school students. Employability Skill module has been made a mandatory part of the vocational Courses. It consists of Combination Skills, Self – Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills and Green Skills.

### KEYWORDS:

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### INTRODUCTION

The NEP 2020 is a comprehensive policy document that extensively discusses the revamping of vocational education. With the roll- out of the National Education Policy (NEP) 2020, vocational has garnered the required spotlight. The policy focuses on bringing vocational education into mainstream education, as recommended by successive commissions on education over the years. The Kothari Commission report of 1966 was one of the earliest to emphasize diversifying the curriculum at higher secondary levels through vocational courses.

Yet, the vocational education space, over the years, has witnessed a painfully slow and stagnant growth. An assessment by the National Institute of Open Schooling highlights that only 2% of the total population in between 15 to 29 years of age have received formal vocational training, and only 8% have received no formal vocational training. Even the 12<sup>th</sup> five year plan (2012- 2017) estimates indicate that fewer than 5% of the Indian workforce between the age of 19 to 24 received formal vocational education. This commentary discusses some systemic issues that have led to the stagnation of

vocational education in India. If further looks at whether the NEP addresses the existing challenges and sets tangible future goals for vocational education.

### **ISSUES AT HAND**

Broadly speaking, the reasons for the failure of vocational education in India are two – fold;

### **SOCIAL STIGMA**

Apart from the mismanaged structure, vocational schooling creates a sense of ‘second classes’ citizenship in society. A person pursuing a vocational course is considered inferior to those students opting for mainstream higher education avenues. According to the 75<sup>th</sup> round of National Sample Survey Office or any other vocational training institutes. Despite an increase in vocational training institutes, the data indicate that vocational education is still not a particularly preferred choice among students and parents. The reasons for the same can be that the general and vocational education systems operate as separate verticals with limited mobility between the two. This leads to hesitation amongst the youth in opting for vocational educational education irrespective of their socio – economic backgrounds. It has become a belief that employment through mainstream education has more dignity of labour as compared to the vocational system.

### **ORGANISATION AND IMPLEMENTATION**

The NEP 2020 highlights the issues that teachers, especially at higher secondary levels, are not fully skilled to teach vocational courses. The model of imparting vocational education in India operates at two levels; training( practical) and vocational ( theory) . Along with mainstream secondary education, students are taught the theoretical part of vocational training through subjects like SUPW, Which has proven to be ineffective and an additional burden. The reason being that the curriculum of these course at school levels is fragmented and disjointed These courses are neither well defined nor properly segregated instead, it is taught like any other subject. For instance, the subject SUPW taught in Government schools had a varied range of vocational courses, which proves to be ineffective in sparking an interest in vocational educational among school students. The existing system, therefore, fails to attract students to pursue vocational courses at higher education level, there are no proper admission criteria for vocational educational education qualifications, which constraints the vertical mobility in this education system.

### **PROVISIONS FOR VOCATIONAL EDUCATION IN THE 2020**

The NEP 2020 addresses the challenges on both the demand and supply sides of vocational educational education and makes efforts to mitigate it. It discards the theoretical part of vocational training and emphasizes teaching only practical aspects. In order to make vocational educational more structured, the policy recommends conducting a proper skills gap analysis and

mapping of local opportunities to assign vocational courses relevant to a particular area. Alongside this, the NEP also emphasizes the credit based National Skills Qualities Framework (NSQF ) which was introduced in 2013. The framework will help in the assessment of prior learning of the enrolled students, which, in turn, will help in re – integrating the dropouts by aligning their practical experiences and appropriate level of the framework.

The National Educational Policy also seeks to align vocational occupations with international standards as prescribed by the international Labour Organizations. It also recommends inclusion of industry, NGOs and civil society organization in implementing the NSQF.

The situation of social stigma attached to vocationalisation, the NEP recommends:

1. The integration of vocational education programmers into mainstream education in all educational institutions in a phased manner which would lead to emphasizing the dignity of labour and importance of various vocations involving In Brian arts and artisanship.
2. The teaching of vocational courses mostly in the form of internships and practical activities, to ensure that every students should at least study one vocational course.

### **PRESENT INVESTIGATION**

It is quite relevant and highly significant to examine thoroughly the approach to VET manifested in NEP, 2020. The primary focus of the review study was to identify the different policy propositions and structural changes proposed in the NEP, 2020 for the transformation of vocational educational in India, followed by the exploration of vocational educational challenges and finally the needs required for overcoming these challenges. At first, the policy document of NEP, 2020 available in the public domain was examined thoroughly and different propositions and needs required for overcoming these challenges, in depth desk top analysis of the vast amount of literature was conducted. Conventional visits to the VET field and face to face discussion with stakeholders were not preferred to prevent stakeholders from surplus burden in the middle of pandemic restriction.

### **HIGH DEMANDED vet COURSES**

In India the key challenge that needs to be addressed is that the students as well their parents consider the track of VET inferior to general education. Since VET is most often viewed from the labour market perspective, it will be attractive to general public only when VET students are able to find enough employment opportunities and receive higher wages. It is possible only when highly demanded courses relevant to the age of artificial intelligence and industry revolution.

Analysis is carried out at the state level and at the district level. Awareness for livelihood promotion platform, but these two analyses are not enough to meet our requirements. Besides, the basis of poor and incomplete information about what labor market demands, and thus creates the problem of skills mismatch. Last but not least,

lessons may be learned from China, where the curriculum for VET courses is designed jointly by Ministry of Education, Industry Partners and local communities, as a result are successful in creating enough employment opportunities to the VET graduates.

### **IMPLEMENTATIONAL CHALLENGES**

Discussions on vocational education to develop a skilled workforce have always been present in India's educational policy discourse. The NEP reappraises it by discussing two significant challenges associated with it and strategies to mitigate them. The policy still misses out on addressing the above mentioned problem of the Vocational School Fallacy. Nonetheless, It looks comprehensive on paper.

But, the possible challenges in implementing these recommendations lie mainly in the budgetary allocation and capacity of vocational institutes and administrations. Approximately 3333 cores have been allotted for skill development in the Union Budget of 2020-21, which is a significant increase over the last five years from 1007 crore in 2015- 16. However, given India's demographic divided, it can be argued that the allocation is still not enough.

M ministry of Human Resource Development, Ministry of Labour, Ministry of Skill Development and Entrepreneurship, and National Skill Development Council are the primary agencies responsible for the implementation of vocational education and training in the country. The roll - out of Pradhan Mantri Kaushal Visas Yojana and Skill India Mission in the past have not had the desired impact. Skill India Mission aimed to reach. This inefficiency in achieving the target arises from ineffective capacity building and less enrollment.

Thus, to bring in system change as recommended by NEP 2020, it will required capacity building in these ministries, which, in turn, will required more efficient use of budgets. It is high time that the government starts mapping out the linkages between the demands of industry and supply of vocational courses so that skills can align according to the jobs available. Alongside these challenges, there is also a need to factor in the challenges of digital literacy. With the world moving towards a digital order and NEP 2020 pushing for the same, technology based skills, especially among the youth, have become more critical than ever. In order to effectively implement the recommendations in the NEP 2020, the government needs to learn from the existing inefficiencies in its skilling programmes.

### **SUMMARY AND CONCLUSION**

In the current scenario, vocational education is receiving huge recognition and appreciation across the globe. SDG goal 4 of Education 2030 agenda has also taken the vocational education at centre stage, wherein 4 out of 10 targets are specifically meant for development of vocational education across the world countries. Policy makers in India are continuously and strongly emphasizing on vocational education in order to produce

skilled workforce highly demanded in the labour market. Although, numerous initiatives were taken by the government so far, yet the capacity of vocational education ecosystem in our country to meet the labour market requirement is limited. Much more efforts are required for restructuring and transforming the entire ecosystem of vocational education in the order to make it much more progressive. The policy envisioned that at least 50% of our students should receive vocational education. Besides, the core challenges that vocational education system is currently passing through were explored along with the necessary needs required to overcome these challenges. Fulfilling these needs will help students, parents and teachers in changing their perception towards the inferiority associated with the path of vocational education and to dream for higher education and status occupations. I wish this review paper will be useful for stakeholders in the development process of vocational education in India.

### **LIMITATIONS AND FUTURE**

This study suffers from several limitations, and opens the way for conducting the future research. First, the results identified are suggestive in nature, not deterministic. To analyze their effect on vocational education, empirical, causal - comparative and exploratory research is required. Second, the unfeasibility of collecting the data from the vocational education field is a severe limitation. Third, although the study followed some systematic procedures, it could be much better if conducted in a fully fledged systematic model. Fourth, the information available on the web portals of government institutions is, most often not refreshed frequently, and as a result doesn't provide the clear picture on current status. Fifth, while the NEP, 2020 touched up on some more issues like professional development of vocational education.

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